German 1, Semester A

Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The German-speaking world spans Germany, Austria, Switzerland, Luxembourg, and Liechtenstein in Europe, as well as many other parts of the world.

In German 1A, you'll be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. You'll start with basic sentence structures and grammatical tools, and you'll communicate by listening, speaking, reading, and writing in German as you internalize new vocabulary and grammar. You'll also learn about some regions of the German speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your German studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Goals

By the end of this course, you will be able to do the following:
- Use subject pronouns and match them with conjugated verb forms; use adjectives and articles and match them (by gender and number) with nouns.
- Construct and comprehend, orally and in writing, sentences in German in the present tense with a variety of regular and irregular verbs.
- Know when to use the verbs **wissen** (to know facts) and **Kennen** (to be acquainted with people and places) in several situations.
- Ask and answer questions about people's names and national origins, and to discuss dates and time of day.
- Count and recognize the numbers in German up to 1,000.
- Use verbs like **wollen** and **möchten** to express likes and dislikes.
- Make comparisons and express agreement and disagreement.

Language Skills

German 1A is a beginning class that does not have specific prerequisites. Nevertheless, you should have the following basic skills:
- a basic knowledge of the parts of speech such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography

General Skills

To participate in this course, you should be able to do the following activities:
- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software, such as Microsoft Power Point.
- Do online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document.

Credit Value

German 1A is a 0.5-credit course.

Tips for Language Learning

- Relax and enjoy yourself: To learn a new language, you have to start at the beginning. Most of the knowledge you've accumulated to date will not help you master the new challenges you face. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.
- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the new language.

- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
  - Use the audio recorder device provided with the course package (or any other recording device installed in your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
  - Practice reading the language aloud.
  - Use the discussion forums provided to practice communicating in written form with other learners.
  - Look for online language practice chat forums and real-life situations in which you can use the language, at whatever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you can consult your teacher (or anyone else you know who is proficient in German).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translating between German and English.

Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these four game "engines".
- **Rapid Fire:** You hear words or phrases read in a certain sequence and tap the images that represent the words or phrases, repeating the same pattern. This game is a fast-paced vocabulary builder and has a head-to-head multi-player option.
- **This or That:** You hear a series of words or phrases, one at a time, and tap one of two pictures to place each word or phrase in its proper category, like food or drink, or true or false. This is a fast-paced game that helps you think about vocabulary and phrases and has a head-to-head multi-player option.
- **What's My Line:** You hear a group of phrases or sentences and drag the speech bubble for each phrase or sentence onto the picture that best illustrates that phrase. This game helps you practice distinguishing between related vocabulary items and has a head-to-head multi-player option.
- **Phrase Builder:** You build a sentence from words or short groups of words. You listen to the sentence, drag the speech bubbles to recreate the sentence, and then

submit it for scoring. This game helps you think about the formation of sentences in the language and only plays in solo mode.

To gain access to the language games, you will need to use one of the following types of devices:
Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.

Here are the steps and requirements for getting to the games:
For IOS devices: Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

For Android devices: Visit [Google PLAY](#) on your PC or device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are a Plato customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *Account Login*, *Plato Name*, and *Password*. Then you will be able to open and play games directly on a designated device for one semester's worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Introductions

Summary
In this unit, you will be introduced to the German language. First, you'll learn some common ways of greeting people in German. Then, you'll learn how to ask for and share basic personal information, including the spelling of names and phone numbers. Next, you'll ask and respond to questions about people's nationalities. Finally, you'll ask and answer questions about dates and times and express information about people's age and birth dates.

Day	Activity/*Objective*	Type
1 day: 1	**Syllabus and Plato Student Orientation** *Review the Plato Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2-4	**Exchanging Personal Greetings** *Ask how others are, greet them and take their leave in various culturally appropriate ways.* ***Grammar Objectives:*** • *Use formal and informal personal greetings orally and in writing.* • *Use greetings such as **HALLO** (HELLO), **GUTEN MORGEN/GUTEN TAG** (GOOD MORNING/GOOD DAY, and GUTEN ABEND (GOOD EVENING).* • *Use leave-takings **AUF WIEDERSEHEN** (GOOD-BYE), **GUTE NACHT** (GOOD NIGHT), **TSCHÜS** (SEE YOU LATER), and **BIS DANN** (SEE YOU SOON),*	Tutorial
3 days: 5-7	**Sharing Names and Phone Numbers** *Ask for and share basic personal information, including the spelling of names and phone numbers.* ***Grammar Objectives:*** • *Use the German alphabet and the numbers from 0- to*	Tutorial

Day	Activity/*Objective*	Type
	30. • *Ask and answer basic questions requiring spelling and numeration.*	
3 days: 8-10	**Discussing What Country You're From** *Ask and answer questions about what country you are from.* ***Grammar Objectives:*** • *Use singular and plural nouns and adjectives.* • *Use present-tense conjugations of the verb **SEIN** for TO BE.* *Use the various present-tense conjugations of the verb.*	Tutorial
4 days: 11-14	**Date, Time, and Age** *Ask and answer questions about dates and time, and express information about age and birth date, in culturally appropriate ways.* ***Grammar Objectives:*** *Explain the use of **HABEN** (proper conjugation) in **Wann hast du Geburtstag**? **Ich habe am 1. (am ersten) Juli Geburtstag.***	Tutorial
3 days: 15–17	**Unit Activity and Discussion—Unit 1**	Unit Activity Discussion
1 day: 18	**Posttest—Unit 1**	Assessment

Unit 2: Who Am I?

Summary
In this unit, you will describe your own and others' physical appearance, personality traits, likes, dislikes, thoughts, feelings, and opinions.

Day	Activity/*Objective*	Type
4 days: 19-22	**Physical Appearance and Characteristics** *Express information about personal appearance and physical characteristics.* ***Grammar Objectives:*** • *Review the verb **HABEN** (TO HAVE) and **SEIN** (TO BE)*	Tutorial

	in the present tense. • *Use the separable (stem-changing) verb* ***AUSSEHEN** (TO LOOK LIKE).*	
4 days: 23-26	**Personality Traits** *Describe your personality and the personality of others, including motivations and positive and negative traits.* ***Grammar Objectives:*** • *Practice using the verb* ***HABEN** (TO HAVE) and **SEIN** (TO BE).* • *Express possession with possessive adjectives and by using* ***HABEN** (TO HAVE).* • *Use* ***SEIN** (TO BE) with comparatives more than, less than, as much as, better than, and worse than, and so on.*	Tutorial
3 days: 27-29	**Expressing Likes, Dislikes, and Desires** *Discuss personal likes and dislikes, such as foods, activities, colors, and those of others, including why you may like or dislike something.* ***Grammar Objectives:*** • *Practice the present-tense conjugations of modal verbs such as* ***WOLLEN** and **KÖNNEN**.* • *Use the conjunction* ***DENN**.* • *Use* ***NICHT** correctly in context.* • *Use the question words how much, how many, how, whose, who, what, and why.*	Tutorial
3 days: 30-32	**Expressing Thoughts and Feelings** *Describe your own basic thoughts, feelings and opinions, and ask questions about the thoughts and opinions of others.* ***Grammar Objectives:*** • *Use* ***DENKEN** (TO THINK ABOUT) and **GLAUBEN** (TO BELIEVE) correctly in context..* • *Use the conjunction* ***DASS** (THAT) (**ICH GLAUBE, DASS**).* • *Use verbs to solicit information (**ICH HABE EINE FRAGE; WIE STEHT'S MIT; WIE FINDEST DU?** and so on.*	Tutorial
3 days: 33-35	**Unit Activity and Discussion—Unit 2**	Unit Activity Discussion

1 day: 36	**Posttest—Unit 2**	Assessment

Unit 3: Friends and Family

Summary

In this unit, you will name and describe the members of your own and others' families, the relationships between them, and their occupations. Next, you will describe various types of relationships that you have with friends and acquaintances, including how well you know them. Then, you will describe events that involve family gatherings, including marriages and family reunions. Finally, you will describe and discuss various occupations in relation to family members and acquaintances.

Day	**Activity/**_Objective_	**Type**
3 days: 37-39	**My Immediate Family** _Name and describe members of your immediate family, the relationships between them, and where the family members live and were born._ **_Grammar Objectives:_** • _Use the verbs_ **HÖREN, AUSSEHEN, and WOHNEN.** • _Use_ **WURDE GEBOREN**. • _Use possessive adjectives (**MEIN/MEINE, DEIN/DEINE**) and their correct endings for masculine, feminine, neuter, and plural._ • _Practice with comparisons._	Tutorial
3 days: 40-42	**My Friends** _Describe various types of relationships you have with friends and acquaintances, including how well you know them._ **_Grammar Objectives:_** • _Use_ **WISSEN** _(to know facts) and_ **KENNEN (**_to be acquainted with people and places)._ • _Use direct-object pronouns._	Tutorial
4 days: 43-46	**Family Gatherings and the Extended Family** _Describe various events that involve family gatherings, including marriages, and family reunions._ **_Grammar Objectives:_**	Tutorial

	- *Use the verbs **EINLADEN and VORSCHLAGEN.*** - *Conjugate verbs with separable prefixes correctly.* - *Use **DU** and **SIE** correctly.*	
4 days: 47-50	**Acquaintances and the World of Work** *Discuss and describe various occupations by talking about them in relation to the family members and acquaintances who hold them.* ***Grammar Objectives:*** - *Use the present tense and conversational past (present perfect) of the verbs **LERNEN** and **STUDIEREN**.* - *Summarize the uses of **SEIN** with professions.* - *Understand that professions are referred to using articles to differentiate between masculine (**DER**) and feminine (**DIE** with the ending –IN) gender.* - *Use the informal imperative for basic navigational verbs such as go, stop, turn, continue, and so on.*	Tutorial
3 days: 51–53	**Unit Activity and Discussion—Unit 3**	Unit Activity Discussion
1 day: 54	**Posttest—Unit 3**	Assessment

Unit 4: At Home

Summary

In this unit, you will describe different types of homes and the rooms and furnishings within them. Next, you will talk about common household chores. Then, you will describe various types of automobiles and how to compare, buy, and take care of a personal automobile. Finally, you will compare the roles and importance of computers, the Internet, and cell phones in the home.

Day	**Activity/***Objective*	**Type**
3 days: 55-57	**In My Home** *Describe different types of homes and the rooms and furnishings within them.* ***Grammar Objectives:*** - *Use pour **WARUM** (WHY) will be used to ask and*	Tutorial

	***WOZU** (WHAT FOR)* to describe for what purpose *different pieces of furniture will be used.*	
4 days: 58-61	**Chores Around the House** *Describe various common household responsibilities.* ***Grammar Objective:*** *Use the direct- and indirect-object pronouns.* *Use the verb **MÜSSEN**.* *Use the structure **UM…ZU**.*	Tutorial
3 days: 62-64	**Cars, Bikes, and Motorcycles** *Describe various types of automobiles, bikes, and motorcycles and how to compare, shop, buy, and take care of a personal vehicle.* ***Grammar Objectives:*** *Use comparatives and superlatives.* *Use limited forms of the verbs start (a car), fail (brakes), get a flat tire, make a noise, not work well,(engine).*	Tutorial
3 days: 65-67	**Technology at Home** *Discuss and compare the roles and importance of computers, the Internet, and cell phones at home.* ***Grammar Objectives:*** *Use comparatives and superlatives.* *Use verbs for like (**MÖGEN**); really like (**GEFALLEN**), dislike (**ICH MAG DAS NICHT or ES GAFÄLLT MIR NICHT. ICH HABE ES NICHT GERN**) and prefer (**HABEN GERN**).* *Use direct- and indirect-object pronouns.*	Tutorial
3 days: 68–70	**Unit Activity and Discussion—Unit 4**	Unit Activity Discussion
1 day: 71	**Posttest—Unit 4**	Assessment

Unit 5: The Social World

Summary
In this unit, you will discuss social networking and email, school life, including individual classes and teachers, scheduling and school supplies, assignments, sports, and extra-

curricular activities. You will also discuss various options for after-school activities with friends.

Day	Activity/*Objective*	Type
3 days: 72-74	**Social Networking** *Discuss the importance of social networking and email.* ***Grammar Objectives:*** *Use demonstrative adjectives and pronouns to point out people and things.* *Use **HABEN** (HAVE), **MÜSSEN** (HAVE TO), **WOLLEN** (WANT), **WÜNSCHEN** (TO WISH/ TO DESIRE), **SOLLEN** (SHOULD/ OUGHT TO), **MÖCHTEN** (WOULD LIKE), and **DÜRFEN** (BE ALLOWED TO).* *Use the phrases **RECHT HABEN** (TO BE RIGHT) and **UNRECHT HABEN** (TO BE WRONG).* *Use **SCHEINEN** (TO SEEM) and **VORSICHTIG SEIN/ AUFPASSEN** (TO BE CAREFUL).*	Tutorial
4 days: 75-78	**At School** *Discuss school life, including individual classes and teachers, scheduling and school supplies, and different assignment types.* ***Grammar Objectives:*** *Use prepositions of place.* *Use comparatives and superlatives.* *Use **GEBEN** (TO GIVE) in the Imperfect (**Präteritum**).* *Use **BEKOMMEN** (TO RECEIVE/TO OBTAIN), **EINE GUTE NOTE BEKOMMEN** (TO GET A GOOD GRADE), **and VERLANGEN** (TO DEMAND / TO EXPECT).* *Reinforce previously introduced **WOLLEN** (TO WANT), **MÖCHTEN** (WOULD LIKE), and **ARBEITEN** (TO WORK).*	Tutorial
3 days: 79-81	**Trying Out** *Describe the ups and downs of trying out for school sports, plays, and other activities.* ***Grammar Objectives:*** *Use the subjunctive mood.*	Tutorial
3 days: 82-84	**After School** *Describe common gathering places and corresponding activities.*	Tutorial

	Grammar Objectives: • *Use prepositions of place.* • *Use comparatives and superlatives.* • *Express negation and agreement using positive and negative words.*	
3 days: 85–87	**Unit Activity and Discussion—Unit 5**	Unit Activity Discussion
1 day: 88	**Posttest—Unit 5**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Exam**	Assessment